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ABSTRACT

This book addresses the issue of improving performance in higher education, not only from the perspectives of professors and administrators, but also from the perspectives of a wide array of stakeholders, including students, industry, parents, and political leaders. It proposes a performance improvement framework that is designed to help an institution and its members think more clearly and uniformly about improving quality and productivity. This framework includes five components: (1) direction setting, whereby institutions and their members set specific educational goals; (2) process design and management, which ensures that the processes of institutions are purposefully designed and willfully managed; (3) feedback, which measures the gap between goals and results and allows for the alteration of processes; (4) enablers, which function as a catalyst to help institutions develop, implement, and improve the learning cycle; and (5) personal involvement, the degree to which individuals exercise control over their own work environments. Within the context of this framework, the book prescribes a series of 14 lessons to help make continuous improvement both an institutional strategy and a personal imperative. (Contains 73 references.) (MDM)

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